SOME APPROACHES OF TEACHING GRAMMAR

Farrukh Ilyosov

Lecturer of Samarkand State Architectural and Construction Institute**,** Samarkand, Uzbekistan

--***---

Abstract*:* Grammar instruction is one of the most difficult issues of language teaching. Context grammar holds an important place for effective learning. It will be more motivating for learners if grammar is taught in context as students will have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language. This article explains why we should teach grammar in context and presents tens in sample lessons. In my paper I would like to outline some topics concerning this matter, beginning with the important question if grammar teaching is actually necessary. After describing some approaches and methods in more detail and presenting briefly other important aspects in this regard, I will demonstrate my own model of grammar teaching.

Keywords: Teaching grammar, Context, approaches, consciousness-raising, explicit knowledge, implicit knowledge, deductive approach, inductive approach

INTRODUCTION

Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learners„ competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language

People who study and use a language are mainly interested in how they can do things with language how they can make meanings, get attention to their problems and interests, influence their friends and colleagues and create a rich social life for themselves. They are only interested in the grammatical structure of the language as a means to getting things done.

MAIN PART

A grammar which puts together the patterns of the language and the things you can do with them is called a functional grammar. I know that this is a subject that could be discussed at full length but my intention is to give a short overview over important issues concerning grammar teaching .If you ask students what they dislike most in their foreign language classes you will not have to wait a long time for an answer. Mostly, the opinion will be unanimous: grammar. Grammar seems to be something which is hovering like a threatening cloud below the classroom ceiling. If the teacher accidentally let slip out that today's lesson will consist of grammar instructions, a murmur would be heard in the classroom which would be likely to express boredom or lack of interest. That is one reason why applied linguists and teachers alike are trying to find a way in which grammar could be taught both effectively and interestingly. Grammar instruction provides learners with a better improvement. Grammar knowledge will increase learners‗ comprehension of the language. Students with a good grounding in grammar needed only to be reminded that, for example, they were trying to say "I was really bored" not "I Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. Mulroy states the importance of grammar teaching as: Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage

over others where the use of language is involved—and that means everywhere. Grammar instruction is most naturally integrated during the revising, editing, and proofreading phases of the writing process. Studies have shown that learners tend to learn grammar more accurately and faster through explicit instruction when they are exposed to in context authentic teaching materials. This paper shows how grammar can be taught in an effective way, which results into making competent users of second language. It starts with the definition of grammar given by different researchers from the relevant literature of grammar teaching. In the following part, a brief history of English language teaching explains the views of language practitioners about the teaching of grammar, their way of grammar teaching and how their emphasis on grammar teaching shifted over years. It started with using traditional grammar translation method, which gradually shifted to communicative language teaching approach. Then the necessity of teaching grammar is discussed by explaining the authors' philosophy. It is revealed that language teachers should focus on the teaching of grammar as a separate language component giving equal weight as it is given to four other language communication skills. Even the research shows that language practitioners should devise different approaches for teaching grammar keeping learner variables in mind. It also discusses how grammar should be taught in the second language context.

After students have written their first drafts and feel comfortable with the ideas and organization of their writing, teachers may wish to employ various strategies to help students see grammatical concepts as language choices that can enhance their writing purpose. Students will soon grow more receptive to revising, editing, and proofreading their writing. In writing conferences, for example, teachers can help students revise for effective word choices. As the teacher and student discuss the real audience(s) for the writing, the teacher can ask the student to consider how formal or informal the writing should be, and remind the student that all people adjust the level of formality in oral conversation, depending on their listeners and the speaking context. The teacher can then help the student identify words in his or her writing that change the level of formality of the writing. To help students revise boring, monotonous sentences, teachers might ask students to read their writing aloud to partners. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin

with "It is" or "There are." Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision. Teachers can help students edit from passive voice to active voice by presenting a mini lesson. In editing groups, students can exchange papers and look for verbs that often signal the passive voice, such as was and been. When students find these verbs, they read the sentence aloud to their partners and discuss whether the voice is passive and, if so, whether an active voice verb might strengthen the sentence. The student writer can then decide which voice is most effective and appropriate for the writing purpose and audience. In another criticism of teaching grammar through isolated sentences, writes that —in textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises, involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill- being able to use the language for communication- more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use. In grammar instruction the goal is not to teach grammar rules but to teach how to apply them in language skills. What many may not realize is that, with the absence of transformational stage, we are training ELL students to become grammarians who may excel in diagramming and analyzing language but fail to apply this knowledge to communicative use. Students need guidance to translate and transfer traditional grammar knowledge to functional use. Unless learners know how to apply grammatical concepts in language skills, knowledge of grammar will not be useful. Teachers can help students become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. For example, one person in the group might proofread for spelling errors, another person for agreement errors, another person for fragments and run-ons, and another person for punctuation errors. As students develop increasing skill in proofreading, they become responsible for more proofreading areas. Collaborating with classmates in

peer editing groups helps students improve their own grammar skills as well as understand the importance of grammar as a tool for effective communication. As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms naturally into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing. Strategies such as writing conferences, partnership writing, grammar mini lessons, and peer response groups are all valuable methods for integrating grammar into writing instruction. By closely observing students' writing processes and carefully reading their work, teachers can see which aspects of language structure are giving students trouble and help them learn these concepts through direct instruction and practice. It is also important for students to discover that grammar, spelling, and punctuation are useful not only in the context of fixing problems or mistakes; they can be studied effectively in a workshop context in which students work together to expand their repertoire of syntactic and verbal styles. When students connect the study of grammar and language patterns to the wider purposes of communication and artistic development, they are considerably more likely to incorporate such study into their working knowledge. Teaching of grammar refers to methods, i.e. systematic ways of grammar teaching, that are used to help learners develop competence in an unfamiliar grammar. The methods are comprised of the description and analysis of particular forms and structures of a language. The teaching of grammar includes teacher talk (a type of language used by the teacher for instruction in the classroom), learning aids, and practices. Furthermore, the teaching helps learners to be aware of specific and „correct" language properties Therefore, teaching of grammar can be defined as instructional techniques used to help learners pay attention to grammatical features. This research highlights the similarities and differences between the textbooks in terms of what do they teach, how do they teach, and how much do they teach. These three areas of researching explore and examine the essential features of the collected data which lead to obtain concrete results for this research about the developments in the field of language teaching in schools in Iraq in general and the developments of adopting approaches to teaching grammar in particular. The data collection method of this research, as mentioned above, is the collation texts for analysis. I founded that this is the most feasible method and matches the research questions. This research followed qualitative and quantitative methods to analyse data. This mixed methods approach to analyse data enables the researcher to explore and examine different features of the data and consequently leads to obtain more accurate and comprehensive results rather than employing one particular method that might leads to partial results. In terms of quality, it identifies and compares the types of grammar structures taught in each book. As well, it compares the approaches to teaching grammar in these books and highlights the similarities and differences between these approaches. In terms of quantity, it compares the amounts of grammatical structures in each book and the exercises to practice these structures. The data is analysed both qualitatively and quantitatively in section four which includes two subsections; results analysis, and discussions. This analysing subsection includes three subsections also. Each of these subsections addresses one of the questions of the research. The first subsection deals with the types and amounts of grammatical structures taught in each book. This subsection highlights the similarities and differences between the books in terms of what and how many they teach of grammar. The types of structures in the textbooks are presented in a table to show their sequence in the books. They are compared with each other to indicate their relative complexity and difficulty.

CONCLUSION

Grammar structures in these books are classified into relatively simple, complex, and more complex structures considering the level of the learners and their context. The amounts of grammatical structures taught in each book measured in descriptive statistics. The mean results of these statistics in each book indicate the similarity or the difference in the orientations of the books to teaching grammar. They illustrate to what extent these books focus on teaching grammar and how much space they allocate for that. The approaches to teaching grammar in these books are analysed in terms of their features, weaknesses and strengths to meet learners' communicative needs.

REFERENCES

[1] Cook, V. (2001). Second language learning and language teaching (3rd. Ed.) London: Hodder Arnold.

[2]   Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press.

[3]   Ellis, R. (1997). SLA Research and language teaching. Oxford: Oxford University Press.

[4]   Braddock, R., Lloyd-Jones, R., & Schoer, L. (1963). Research in Written Composition. Urbana, IL: National Council of Teachers of English.

[5]   Calkins, L. M. (1980). "When Children Want to Punctuate." Language Arts, 57, 567Ð73.

[6]   Cooper, C. (1975). "Research Roundup: Oral and Written Composition." English Journal, 64, 72.

[7]   DiStefano, P. & Killion, J. (1984). "Assessing Writing Skills Through a Process Approach." English Education, 16 (4), 203Ð7.

[8]   Harris, R. J. (1962). "An Experimental Inquiry into the Functions and Value of Formal Grammar in the Teaching of Written English to Children Aged Twelve to Fourteen." Ph.D. dissertation. University of London.